

Castle School Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Jan 23
Date on which it will be reviewed	October 23
Statement authorised by	Anne Haberfield
Pupil premium lead	Peter Nelmes
Governor / Trustee lead	Joan Fawcett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77, 000
Recovery premium funding allocation this academic year	£33,404
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£110,404

Part A: Pupil premium strategy plan

Statement of intent

Castle School aspire to have a therapeutic approach to the education of its pupils. We believe that the principles of a therapeutic school are especially appropriate to pupils experiencing disadvantage:

- Positive experiences create positive feelings, and positive feelings create positive learners. The emphasis is on motivation by challenge rather than threat.
- Children should be met at whatever point in their development they are, and helped to take their next steps in an environment characterised by a sense of safety, trust, collaboration, empowerment and a love of life
- In our interactions with pupils we communicate hope and excitement, and ensure there is no possible sense of deficit or shame.
- All aspects of a child's development are supported and promoted, so that each individual is encouraged to be the best version of themselves
- The most effective teaching tool we have is our relationships with our learners and because we promote the holistic development of each learner, every interaction is an opportunity for teaching and learning, whether or not the interaction takes place within conventional lesson times. Every minute matters.
- We are able to promote the less tangible aspects of development most effectively. These include a sense of belonging, a sense of awe and wonder, one's own core values and a sense of identity. Thus we are able to provide a means of promoting, repairing and maintaining good mental health in our pupils that is integrated into every activity our pupils engage in.

In order for these principles to be put into practice and have a positive impact on our pupils, we need for staff to be able to:

- Accurately and sensitively assess the needs of the whole child
- Be creative and flexible in curriculum design and delivery
- Place a premium on pupil voice, in whatever form it takes
- Create a non-judgemental and consistent learning environment
- Understand that the quality of their relationship with all pupils is the most effective tool for teaching and learning
- Work with in-house and external therapists to increase the understanding around each pupil
- Understand that challenging behaviour is a sign that we need to make changes to our curriculum and/or its delivery so that the pupil's needs are met.

Pupil premium is a vital resource for helping us meet these aims. We aim for all pupils to have rich and positive relationships and experiences so that their learning potential is maximised

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring that pupil disability or SEND does not create an impediment to learning and achievement through accurate diagnostic assessments of needs and learning ability leading to appropriate curriculum content and delivery.
2	Ensuring that opportunities for community participation and poor social skills are not limited due to any form of disadvantage, including financial disadvantage.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The principles of a therapeutic educational approach are met for PP pupils. Their needs are accurately diagnosed, and the appropriate universal, targeted or specialist support is provided to ensure full access to the curriculum so that engagement and learning is maximised. Pupils find learning challenging and fun, feel no sense of deficit, and their behaviour is regulated in such a way that they are able to increasingly take charge of their behaviour and their interactions with the wider world.	Pupil engagement is at a high level because their learning is based on accurate assessment and commensurate outcomes and targets.
Educational opportunities which rely on parental contributions are made accessible to all pupils	Full participation in educational visits/residential activities for all pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Castle School employs a full time art therapist, a full time music therapist, and a part time occupational therapist to allow us to ensure that pupil learning is maximised because their emotional, communication, sensory and physical needs are addressed through the delivery of the curriculum.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Pupils have appropriate targets and strategies to enable them to achieve the next steps in their development	Review of target and outcome setting in 2020/21, plus introduction of SCERTS training on a rolling programme for all teachers has led to a reduction in disengagement/incidences of challenging behaviours	1
Teachers become more skilled at understanding the root causes of any challenging behaviour	Therapist's recommendations are embedded into outcomes and targets and teacher planning and have led to a reduction in challenging behaviour	1
Teachers understand the nature of a therapeutic approach to teaching and learning, and understand behaviour as an indicator of needs	Teachers report that having therapist's recommendations embedded into outcomes and targets and teacher planning leads to greater engagement	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 52000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Pupils have strategies to manage their mental health needs	Parent feedback is overwhelmingly positive, reporting that their children are happier at this school than in previous schools, and that progress is therefore more significant.	1
PP pupils' sensory integration issues are addressed so they can access the curriculum	Pupils with sensory issues are able to access a greater proportion of the curriculum through therapist involvement either at the universal, targeted or specialist level.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils develop self-esteem and the confidence to engage in a wider range of activities and engage in learning in a more meaningful way.	Pupils whose parents are unable to support their participation in important educational and residential experiences are given the means to access these.	2

Total budgeted cost: £110,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Evidence of impact
Teachers become more skilled at understanding the root causes of any challenging behaviour	The rates of challenging behaviours decreased as teachers provide a teaching and learning environment that was increasingly fine tuned to meet the needs of the pupils Since September 2022 we have seen a subsequent increase in reported challenging behaviours but this can be ascribed to challenges in recruitment of staff, and changes in reporting and recording procedures. Recruitment issues have been addressed. The bigger picture is still a very positive one, with individual pupil stories remaining overwhelmingly positive, and a continuation of a very significant reduction in the need for positive physical interventions and restraints.
Teachers understand the nature of a therapeutic approach to teaching and learning, and understand behaviour as an indicator of needs	Progress against EHCP outcomes Therapists' reports
Teachers understand the relationship between identity and self-esteem, and their impact on achievement	Teachers are able to use the therapeutic targets to plan, deliver and assess the impact of their teaching. Progress against EHCP outcomes Therapists' reports
Implementation of a focus on therapeutic curriculum to promote self-regulation for PP pupils	Sensory diet Sensory profiles and assessments OT input led to more effective development of self-regulation strategies for pupils
Access for PP pupils to areas of the curriculum for which voluntary parent contributions are sought – cooking, outdoor education and educational visits	Greater pupil participation

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils